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## LABOR

### SELECTED ARTICLES ON AGRICULTURAL LABOR

#### Work Discipline, Efficiency

Tashkent SEL'SKOYE KHOZYAYSTVO UZBEKISTANA in Russian No 5, May 83 pp 2-3

[Article by Ch. Ruzmatov, chief of the department for the organization and payment of agricultural labor of the Uzbek affiliate of the Scientific Research Labor Institute, and N. Pavlova and N. Keldiyarova, senior scientific associates].

[Text] The problems of inculcating in workers and the kolkhoz peasantry a spirit of a conscientious attitude toward work and the strictest observance of state discipline and work discipline have constantly been at the center of attention of the Communist Party and Soviet Government, as indeed they are at present.

In the meeting with the work force of a Moscow machine tool building plant Yu. V. Andropov, general secretary of the CPSU Central Committee, emphasized: "We need conscious work discipline, the kind that would move production forward. We need to fill the struggle for discipline with better content, connect it directly to fulfillment of production assignments, then there would be no 'empty exhaust,' as it is put. Then what has been outlined by the November Plenum of the party's Central Committee would be carried out."

In examining the growing scale and complexity of the problems to be solved, the November (1982) Plenum of the CPSU Central Committee especially emphasized the need for a strict and critical approach to all affairs, a decisive strengthening of party, state and work discipline in all sections and at all levels of administration of the economy.

The Uzbek CP Central Committee has adopted a specific decree entitled "On Strengthening Party, State and Work Discipline." It states that the activity of the working masses, their interest in their work, and their initiative need to be stimulated in every way and their responsibility increased for the work assigned. There is a large unused potential for a rise of labor productivity and consequently for high production efficiency hidden here.

Those who work in the republic's agriculture face large tasks. It is sufficient to say that in the middle year of the 11th Five-Year Plan at least 6



million tons of raw cotton and a great deal of other products are to be produced and delivered to the state. But, as an analysis shows, all available potential for increasing the sector's efficiency has not yet been activated. For instance, over the last 10-12 years there has been a notable increase in the energy capacity of the republic's agriculture, the power per labor ratio has risen, and the volume of production of farm products has grown at a high rate. The rise of those indicators between 1970 and 1981 was 90.9, 56 and 51 percent, respectively. At the same time the rise of labor productivity in the socialized economy--this is the principal indicator of production efficiency--is only 12 percent over the period being compared. The principal reason for this is insufficient application to production of the advances of present-day scientific-technical progress and progressive know-how.

Take, for example, such a progressive crop practice as wide-row planting of cotton. In 1981 the average share of this type of planting was 51 percent in the republic, while on farms of Fergana, Kashka-Darya, Khorezm and Samarkand Oblasts it ranges from 7 to 33 percent. Delinted seed has been planted on 31.6 percent of the entire area planted to cotton, including between 1 and 20 percent of the plantings on farms of Surkhan-Darya, Kashka-Darya, Khorezm and Bukhara Oblasts. While on the farms of the Kara-Kalpak ASSR this progressive method has not been applied at all. In a number of oblasts (Fergana, Andizhan, Namangan and Khorezm) herbicides are applied to only 20-37 percent of the plantings. On the farms of the Kara-Kalpak ASSR and Khorezm Oblast the relative share of two-level tillage does not exceed 15-20 percent. Not enough attention is being paid to crop rotation. In Dzhezak and Khorezm Oblasts and the Kara-Kalpak ASSR crop rotation has been fully developed on only 35-40 percent of the area. The losses of available worktime in agriculture are still high (see the table).

Volume and Relative Share of Time Losses of UzSSR Kolkhozes and Sovkhozes in 1981

Indicators	On Sovkhozes		On Kolkhozes	
	Volume (thousands of man-days)	Relative Share, %	Volume (thousands of man-days)	Relative Share, %
I. Total losses of worktime	2,681	100.0	17,564	100.0
Breakdown:				
a) Excused absences	654	24.4	6,675	38.0
b) Absenteeism	291	10.8	5,967	34.0
c) Worktime losses because of illness	1,736	64.8	4,922	28.0
II. Average worktime losses per member of the average annual work force, in man-days	4.4	x	17.8	x
Because of absenteeism and excused absences alone	1.6	x	12.8	x

Although in recent years losses of worktime resulting from absenteeism and excused absences have shown a tendency to decrease somewhat, their proportion on the farms remains rather high, especially on kolkhozes. Every year these losses run to 13-17 million man-hours. Given the average productivity of labor of 1 ruble 50 kopecks per man-hour, the annual shortfall of output resulting from absences (including excused absences) is 20-25 million rubles, which is equivalent to a 0.5-percent drop in labor productivity for the year.

Curative and preventive measures are not organized as they should be on farms, since, as is evident from the figures given in the table, the share of losses of worktime because of the illness of personnel on sovkhoses and kolkhozes in the republic is still high.

Supervisory personnel of farms and production sections (chiefs of departments and livestock farms and brigade leaders) must concern themselves with centralized organization of the necessary consumer services to kolkhoz members and workers of sovkhoses (delivery of coal, firewood, livestock feed, building materials, and so on). Then such frequent absences during working hours would not have to be allowed.

Losses of worktime resulting from absenteeism and excused absences are not uncommonly offset on the farm by recruiting a large number of temporary and seasonal workers from outside. For instance, in 1981 they worked 22,472,000 man-days on kolkhozes and 16,155,000 man-days on sovkhoses.

On a number of farms the size of labor expenditures of recruited workers is increasing year after year. For example, on the Sovkhoz imeni Chuli Begimkulov in Nishanskiy Rayon of Kashka-Darya Oblast total work expenditures in socialized production in 1981 amounted to 535,500 man-days, including 225,300 man-days worked by personnel recruited from outside, which is 42.1 percent of total work expenditures. There are such cases on other farms as well. For instance, on the Kolkhoz imeni Engels in Pakhtaabadskiy Rayon in Andizhan Oblast underutilization of worktime because of absenteeism and excused absences was 38,500 man-days in 1981, which hypothetically represents a 48,900-ruble shortfall of gross output. At the same time people recruited from outside worked 15,700 man-days on that farm.

Sizable losses of worktime are related to inefficient organization of the production process. According to the data of time-motion observations, for example, on the Kolkhoz "Leninchi Yul'" in Uychinskiy Rayon of Namangan Oblast, during the first lengthwise cultivation and application of fertilizers effective worktime represented slightly more than 14 of the 28 hours of time recorded. Idle time for organizational reasons was 3 hours 10 minutes, and time spent eating 3 hours 26 minutes. On the Kolkhozes imeni Zhdanov and "Leningrad" in the same rayon the average employment of a T-28Kh4 tractor working in the operation of applying a desiccant to cotton planted on scattered strips was 3-3.5 hours.

Shift time is used slightly better in harvesting cotton. In this period the meal break is sharply reduced and in most cases does not exceed 1 hour. But even here there are cases of idle time in excess of the norm. On certain days this idle time represents as much as 30 percent of working hours.

Extensive introduction of the brigade contract is an important factor promoting reinforcement of production discipline and work discipline and consequently to raising the efficiency of agricultural production on the republic's kolkhozes and sovkhozes as well. The experience of progressive farms shows that in collectives working on the basis of the brigade contract success is achieved to a considerable degree by virtue of the conscious work discipline of every member of the collective, their motivations to achieve high final results in production. Production of raw cotton per worker in these collectives is 20-30 percent higher, the yield is 10-15 percent higher, and production costs 20-25 percent lower than the corresponding figures in subdivisions not applying this progressive form of the organization of work and remuneration.

Widespread dissemination of the brigade contract is a most important lever for strengthening work discipline and for enhancing the role of socialist competition in changing attitudes.

The essence of this method lies in the fact that a work collective that is optimum in size and has been furnished up-to-date equipment becomes responsible for the yield, for optimum use of every hectare of land. Timely and quality performance of field operations is monitored by the entire collective of the brigade (link), which helps to strengthen collectivism and the feeling of being boss: everyone strives to improve the organization of work and to introduce something new and progressive. A high level of conscientiousness is the basis of this form of the organization of work. Financial motivation to increase the volume of output at minimum expenditures of labor and resources is created, and this in turn results in reduction of the number of workers.

About 19,000 work collectives are working on the basis of the brigade contract in the republic's agriculture at the present moment.

Taking into account the constructive results of work according to the method of the brigade contract, the May (1982) Plenum of the CPSU Central Committee set the task of disseminating this know-how widely in agriculture. At the regular session of the Politburo of the CPSU Central Committee the question was taken up of introducing the collective contract in kolkhoz and sovkhoz production. At present, it was noted at the session, when the problems of efficient and optimum use of land, equipment, other physical resources and capital investments in agriculture are taking on especially great importance, fundamentally new approaches are needed to the organization of production. The key to solving this problem is the most rapid introduction of the collective contract, which is a most important means of increasing the work activity of rural workers and of successful fulfillment of the Food Program.

The further strengthening of work discipline and production discipline is a strong factor toward intensification of agriculture and toward increasing the sector's efficiency.

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## Personnel Development

Tashkent SEL'SKOYE KHOZYAYSTVO UZBEKISTANA in Russian No 5, May 83 pp 58-59

[Article by R. Zufarov, senior methods specialist of the republic teaching methods office of UzSSR Ministry of Agriculture: "High Qualifications for the Most Common Occupations"]

[Text] Experience shows that machine operators have the decisive role in achieving a high yield of cotton and other farm crops and in their mechanized harvesting to tight deadlines. As their training improves and their qualifications increase, the relative share of mechanized operations rises, especially in cottongrowing.

Last year more than 36,000 cotton harvesters, on the order of 100,000 tractor trailers and a large amount of other agricultural equipment and machinery worked on cotton plantations of the republic during the harvest campaign. Thanks to extensive use of cotton-harvesting equipment and the Ipatovo method of organizing harvesting operations, the pace of cotton procurement has been rising. The use of various pieces of machinery which in skillful hands makes it possible to achieve high productivity is helping to raise the level of mechanized operations. In their fight for maximum use of harvesting equipment, thousands of celebrated machine operators have harvested 300-350 or more tons of cotton for the season.

The role of training and indoctrinating machine operators and of keeping them on kolkhozes and sovkhoses is increasing with the further development of comprehensive mechanization of agriculture.

In carrying out the decree of policymaking bodies on furnishing machine operators and other personnel in the most common occupations to agriculture, the UzSSR Ministry of Agriculture and its local agencies, with the help of party organizations, trained more than 620,000 highly skilled workers, including 439,000 machine operators, during the last 5-year period.

A sizable portion of these personnel were trained in general secondary schools and in short courses providing universal primary education for machine operators, which were organized after the example of the kolkhozes and sovkhoses in Rostov Oblast. The effectiveness of these forms of training is evidenced by the fact that every year more than 7,000 mechanics and drivers of cotton harvesters and kurak harvesters, fitters and tune-up men trained in the system of primary universal education for machine operators on the farms work in harvesting the crop on cotton plantations. Together with interested departments the Ministry of Agriculture has developed and approved a projection of the need of the republic's kolkhozes and sovkhoses for personnel in the most common occupations and for their training in the period 1981-1985.

Last year rural vocational and technical schools, sovkhoses and rayon associations of Goskomsel'khoztekhnika trained 128,000 persons and improved the qualifications of 95,000. The effort made locally to furnish vocational guidance and job placement for young students graduating from rural general



secondary schools has helped greatly to fulfill the assignments for training skilled workers.

Skillful popularization of the prestigiousness of the worker occupations and trade union consultations among young people are contributing to successful enrollment in rural vocational and technical schools and the graduation of skilled workers. One example is the activity of supervisory personnel and public organizations of the "Savay" Sovkhoz-Tekhnikum in Kurgantepinskiy Rayon of Andizhan Oblast in inculcating in the students of a number of general secondary schools a love for the occupation of rural machine operator. As a result 80-90 percent of the students graduating from the upper grades of schools located in this farm express a desire to learn the occupation of machine operator in rural vocational and technical schools and their affiliates and in the courses of multipurpose production training centers.

Problems related to improvement of housing and furnishing cultural, consumer and medical services to farmworkers and the development of physical education and athletics in rural areas occupy an important place in indoctrinating and retaining machine operators and other personnel in the most common occupations.

In the light of the decisions of the 26th CPSU Congress comprehensive plans for social development of kolkhozes and sovkhozes have been drafted on many farms in order to retain personnel in rural areas in the future and to create stable work collectives on every farm.

In accordance with this kind of comprehensive plan drafted on the Kolkhoz imeni Lenin in Galahinskiy Rayon of Tashkent Oblast an important effort is being made to create the conditions indispensable for the personnel of worker occupations to work productively and to stay on the farm. In recent years repair shops and machine yards have been built for farm equipment, and a dispatcher station has been created. Field camps have been built in production areas and in brigades, and the need of kolkhoz members for nursery schools and day nurseries has been fully satisfied. Gas has been brought to the dwellings, there are baths, the water supply system has been lengthened, roads have been paved, a culture center with a capacity of 500 has been built and accommodates a music school, various societies and a library.

The workers on this kolkhoz wage a struggle for the title of shock worker of communist labor, high sophistication and exemplary social order. Thanks to this there has been almost no personnel turnover for a number of years on this farm. All of these measures have a favorable effect on the supply of machine operators to kolkhozes and sovkhozes. Whereas in 1976 there were 106 tractor operators per 100 tractors, or 112 if reserves were included, at present the figures are 134 tractor operators and 161 machine operators if the reserves are included.

Creation of the necessary housing, cultural and consumer services, and working conditions, as well as adoption of measures for financial and nonfinancial incentives of young workers are helping to reduce personnel turnover and to hold these personnel in kolkhoz and sovkhoz production.

According to the data of oblast agricultural production administrations, an ever increasing number of graduates from rural vocational and technical schools are staying in rural areas to work and live. But we should note that there are a number of shortcomings and lapses in the activity of local agricultural authorities to furnish machine operators and other personnel in the most common occupations to sovkhozes and kolkhozes and to hold them in agriculture.

On certain farms the output of the machines is still low. Progressive methods of organizing repair, servicing and storage of machines, tractors and equipment are being introduced slowly. The idle time of equipment is high. There is turnover of machine operators and other personnel in the most common occupations. Insufficient use is made of the measures of financial and non-financial incentives of machine operators and workers in other categories to achieve high indicators in the use of equipment, to fulfill and overfulfill shift output quotas per standard tractor, and to preserve and extend the operating life of the machines assigned to them.

The effort to improve the qualifications of personnel in the most common occupations is slack. For instance, 57 percent of the tractor and machine operators have first- and second-class qualifications, and in animal husbandry the figure is only 21.2 percent.

In some places due concern is not shown for improving the working conditions and conditions for rest and recreation of machine operators; there are still serious shortcomings in remuneration of their work, which in a number of cases causes them to move into other sectors of the economy. As a result in a number of rayons in the republic, especially on the farms of Dzhizak, Syr-Darya and Kashka-Darya Oblasts, there is a shortage of machine operators, especially in the season of mechanized harvesting of the crops. In Dzhizak Oblast there are only 97 machine operators for every 100 tractors, in Syr-Darya the figure is 104 and in Kashka-Darya 112.

On a number of farms in the republic the effort has been altogether inadequately organized to train machine operators for animal husbandry: repair mechanics for livestock-raising complexes, skilled operators for machine milking, operators to prepare and put out feed, and electrical technicians for livestock farms.

Certain rayon agricultural agencies are not requiring kolkhoz and sovkhoz supervisory personnel to create favorable workplace conditions and housing and consumer services for graduates of rural vocational and technical schools, which results in high turnover.

The problem of training and holding personnel in the most common occupations must be at the center of attention of party, soviet and agricultural authorities, since higher efficiency of farm labor and an increase in the output of food and raw materials for many branches of industry depend in large part on solving this problem favorably.

The party is setting large tasks for rural workers in the future. These tasks will be performed all the more successfully if the workers in every section of production and at every work station are better qualified, are more competent, and show more initiative. The tasks of supervisory personnel and organizers of kolkhoz and sovkhoz production are large and crucial today. It is their duty to mobilize rural workers to conquer important new frontiers, to achieve a further growth of economic efficiency, and it is the machine operators who are decisive here, those who are employed on livestock farms, in the fields, and in the workshops. That is why concern about creating all the conditions necessary for machine operators to work at a high level of productivity must be regarded as a most important task in development of the agroindustrial complex.

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### Machine Operator Training

Alma-Ata SEL'SKOYE KHOZYAYSTVO KAZAKHSTANA in Russian No 6, Jun 83 pp 12-13

[Article by N. Gulyayev, deputy chairman of the KaSSR State Committee for Labor: "Personnel of the Agroindustrial Complex"]

[Text] Speeding up scientific-technical progress in agriculture and its transition to an industrial foundation presuppose improvement of the composition of the labor force with respect to occupations and skills and an increase in the number of machine operators. On the basis of the number of machines and tractors there is now a shortage of about 30 percent of machine operators on many farms in the republic, and the overall adequacy is 91 percent.

Every year more than 10,000 combine operators come into the republic from other regions of the country during the harvest. Because of the shortage of machine operators, agricultural equipment is not repaired promptly, nor is it fully utilized. For instance, in 1981 the shift coefficient for the 40,149 K-700 tractors was 1.1. The average tractor worked 165 days in the year, and the figures were 161 days on the farms of Aktyubinsk, 152-155 days in East Kazakhstan, Turgay, Pavlodar and Dzhambul Oblasts, and only 94 days in Mangyshlak Oblast. The experience of progressive farms in Chimkent, North Kazakhstan and a number of other oblasts, where on the average tractors were in operation 187-194 days, indicates that their output could be increased to 210-250 days if there were enough machine operators.

Improvement of the qualitative composition of machine operators with respect to qualifications, age and length of service plays an important role in improving the use of agricultural equipment. Over the last 10 years the relative share of first- and second-class tractor and combine operators increased 10-15 percent. Nevertheless, half of the machine operators have a low qualification class. A sample check shows that only 3-4 percent of all the machine operators under age 25 have first-class qualifications, and the figure is 11 percent for those between 25 and 30. At the same time the general and specialized education of young machine operators is considerably higher.



Most of them in the first and second classes have been working in their specialty for more than 10 years, although 2-4 years is sufficient for this according to the regulation. It is well known that the labor productivity of first- and second-class machine operators is 15-20 or more percentage points higher than that of tractor and machine operators in the third class or those who do not have a class.

At present 31.7 percent of the machine operators on the republic's farms has first-class qualifications, 27.4 second-class, 39.4 third-class, and 1,500 persons do not have a class qualification. The experience of the advanced kolkhozes and sovkhoses show that the relative share of first- and second-class machine operators must be 70-75 percent for the present-day level of agriculture. For instance, on the farms of Dzhambul Rayon in Alma-Ata Oblast 71 percent of the operators have a high class: 44 percent of them first class and 27 percent second class.

The mechanization of animal husbandry has been developing in recent years. Every year there is a greater need for workers in such occupations as live-stock farm machine operator, mechanic for operation and repair of equipment, operators, fitters, electricians and mechanics for reclamation and irrigation work, and specialists in the storage and processing of farm products. But these workers are mainly trained in short courses. Rural vocational and technical schools are graduating extremely few of them. Rarely do you meet a graduate of a vocational and technical school on a livestock farm, even on the up-to-date livestock-raising complexes. The training of personnel for animal husbandry is going poorly. That is why it is no accident that there are extremely few livestockmen with high qualifications on many farms. In the republic as a whole the number of first-class shepherds is 4.9 percent and second-class 6.7 percent; the figures for first- and second-class milk-maids using milking machines is 25.6 and 26.1 percent, respectively. And 54.9 percent of workers in agriculture today are doing manual work.

It follows that the system of vocational and technical education needs to improve in the reproduction of skilled manpower so that all young people learn a specialty before coming to work. This means that the bulk of the students must go through vocational training on the job or must obtain the knowledge in a vocational and technical school. There is a lot that the school can do in this regard. But the schools do not have the capability of really giving the students vocational training. For example, the syllabus for acquainting the students with the occupation of machine operator is given barely a fifth of the time in the school that it receives in the SPTU [rural vocational and technical school]. In the vocational and technical school 2,518 hours are allotted to training a third-class machine and tractor operator, while 534 hours are devoted to work training in this occupation in the 9th and 10th grades. During their course of study secondary school graduates must become familiar with the foundations of the sciences and must acquire work habits for jobs in the economy.

In Kazakhstan 150,000-170,000 machine operators are trained every year in vocational and technical schools and on sovkhoses and kolkhozes. Within that number 65,000-82,000 are tractor-machine operators and tractor operators,



47,000-51,000 are combine operators and combine mechanic-operators, 17,000-18,000 are truck drivers, and about 15,000 are livestock farm machine operators. These rates of training workers are meeting the needs of the sector. The task of making use of labor resources in rural areas is being set in a responsible way, and the forms and methods of training them are being constantly improved both in the system of vocational and technical education and also right on the job.

Courses are the most progressive forms of worker training on the farm. The course format makes it possible to acquire theoretical knowledge and work habits.

One constructive aspect of the individual-brigade method of training personnel for agriculture is that the workers are able to take into account changes in production. The farms can quickly change the pattern of study and in a short time meet the need for machine operators and other personnel resulting from turnover or other causes. But the individual-brigade method does not provide the necessary theoretical training, mainly a narrowly specialized worker is trained, the old narrowly specialized division of labor is reinforced, since the entire process of training comes down to copying the actions and learning the habits of the instructor. Not having received the necessary theoretical and vocational training, when the young worker moves on to work on his own, he often does not meet the output quotas, he does not observe the rules of the technology, he produces rejects and is responsible for breakage of equipment.

Improvement of qualifications plays an important role in increasing vocational skills. It is a general shortcoming of the system of training and improvement of qualifications of personnel for composite occupations that there is no continuity or the necessary logical connection from one form of training to another. Different formats of training duplicate one another and ultimately do not guarantee that the workers acquire the necessary theoretical knowledge and work habits. The search for effective ways and means of training workers with a broad outlook in the composite occupations shows that a system of training in stages is the most optimum and best suits present-day requirements; in this system after each stage of training the worker receives a certificate of third class, second class and first class. In this case it is sufficient to work 2 or 3 years to go through training at the second level and to qualify for the second class.

The first class corresponds to the level of primary vocational training in the vocational and technical school or in courses in the workplace where 70-80 percent of the material is covered.

At the second level this amounts to 20-30 percent of all the material envisaged by the syllabus. Training at this level, even when it is done in the workplace, is supposed to furnish knowledge reflecting changes which scientific-technical progress is making in technology, the organization of work and production in the relevant and related occupations over the previous 3-5 years.

The third stage of study is improvement of qualifications, where enrichment of knowledge and habits is continued and they are improved in the principal occupation and knowledge of related occupations and specialties is acquired and broadened.

The stepwise system approximates in its character the system of permanent educational institutions. It is advisable for very small farms and enterprises to set up agricultural production training centers through joint participation. These training formats can in future be regarded as the beginning toward setting up a unified system of vocational and technical education meeting the requirements of the present-day development of production. It is here that the favorable aspects of the organization of training in vocational and technical schools are combined (high level of theoretical training, conformity to plan, and so on) with those of on-the-job training (responsiveness, satisfaction of the need for the necessary specialties, and so on).

Increasing the requirements for training highly skilled workers presupposes the improvement of their use and their stabilization on the farms. On many farms more attention has begun to be paid to this in recent years. At the same time on many sovkhoses and kolkhoses the stability of the labor force is low, especially among young workers. In the republic as a whole personnel turnover is still rather high. About half of those leaving are machine operators. They undergo an almost complete turnover every 5-7 years. The high personnel turnover among machine operators is observed among young people who have been educated in the SPTU in Dzhezkazgan, Karaganda, Kustanay, North Kazakhstan and a number of other oblasts, which represent about 60 percent of the total.

Over the last 5 years more than 700,000 machine operators have been trained in the system of vocational and technical education and in courses, including about 250,000 in rural vocational and technical schools, whereas their number has increased only 60,000 on sovkhoses and kolkhoses. That makes it evident that about 200,000 graduates of the schools have not gone to work in agriculture. There is no question that they are working in other sectors of the economy, but the point is not so much the question of a return on the outlays for their training as of disruption of balances of labor resources in the regions of the republic.

But on many farms the work with young people is still at a low level. It is well known that a sizable portion of SPTU graduates are going into the armed forces.

On many sovkhoses and kolkhoses it has become a tradition to hold farewell ceremonies for those drafted into the ranks of the Soviet Army and to maintain constant contact with them, to open accounts in the name of young machine operators who have gone off to serve in the armed forces and every month to credit them with 10-20 percent of the average earnings of machine operators in the brigade where they worked before being drafted, to meet soldiers who have been discharged, and to present them the amount credited to them. Housing is furnished to machine operators discharged from the ranks of the Soviet Army and to newlyweds on a preferential basis.

Comprehensive performance of measures to keep machine operators on the farm are helping to increase their supply on kolkhozes and sovkhoses and to improve the effective use of labor resources in agroindustrial complexes.

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#### Spread of Brigade Contract

Frunze SEL'SKOYE KHOZYAYSTVO KIRGIZII in Russian No 7, Jul 83 pp 6-8

[Article by T. Dzhamalidinov, KISSR deputy minister of agriculture: "A Broad Highway Before the Brigade Contract"]

[Text] In the present stage of advanced socialism the problems of efficient and optimum use of land, equipment and other physical resources and capital investments are becoming especially important. Faster introduction of cost accounting (khozraschet), increased responsibility of personnel for fuller utilization of internal potential, and a strengthening of plan discipline, state discipline and work discipline are the key to solving them. The collective contract remains one of the most important ways of performing the tasks outlined by the party to carry out the country's Food Program; it strengthens the creative activity of farmworkers, their initiative and responsibility for serving the interests of the entire state and the entire party, and it helps to improve the quality of work and the productivity of labor.

The tasks of party, soviet and economic authorities in stepping up the organizational effort related to introduction of the collective contract into kolkhoz and sovkhos production in the light of the requirements of the May and November (1982) Plenums of the CPSU Central Committee were discussed 18-19 March in Belgorod at an all-union conference. This is further evidence of the great importance which the Central Committee of our party attributes to this progressive form of the organization of work and remuneration with respect to increasing the efficiency of agricultural production and strengthening discipline and cost accounting.

The collective contract is by no means a new form of the organization of work for our republic. It has been in effect in almost all the zones of the republic; to be sure, not on a majority of farms and not always correctly applied. In the past the principal reason why it was being introduced slowly was insufficient attention by agricultural authorities—specialists of the ministry, at the oblast and rayon levels, as well as on the part of trade union committees, their underestimation of this progressive method. It was also held back by the fact that until recent years the level of financial and nonfinancial incentives of members of links and brigades was not high enough, but there were also other reasons.

The situation has changed somewhat at present, more favorable conditions have been created. The decree of the CPSU Central Committee and USSR Council of Ministers entitled "On Measures To Strengthen the Financial Motivation of



Agricultural Workers To Increase Output and To Improve Product Quality," approved by the May (1982) Plenum of the CPSU Central Committee, granted directors of sovkhozes and other state agricultural enterprises the right to establish for brigades and links working under a collective contract stable (for a period up to 5 years) unit prices and rates of supplements for products received on the basis of the planned schedule wage fund increased by a maximum of 150 percent as a function of the level of the yield of farm crops, whereas previously it was only 125 percent.

And further. In order to increase the effectiveness of the job-plus-bonus system, to strengthen its relation to output, unit prices for remuneration of workers under a collective contract can now be calculated not on the basis of the planned indicators, but on the basis of normative indicators, which are based on the level of output achieved over the previous 5 years and take into account the potential that exists for raising labor productivity.

Many years of experience of our subdivisions working under a collective contract demonstrate that under equal conditions they regularly obtain an output per unit area that is 15-20 percent greater than usual. In such collectives labor productivity is 20-25 percent higher, production cost is lower, and the return on capital investments is far better. The personal motivation of the workers is manifested not in the amount of individual types of jobs done, as is the case when piece rates are paid, but in the end result, in obtaining the largest quantity of a high-quality product, and as a consequence impersonality is eliminated and everyone shows greater responsibility for the job assigned him.

The brigade contract is based on internal cost accounting and is being introduced by applying the job-plus-bonus system of remuneration with time-based advances until settlement is made for output. The advantage of this form of the organization of work is that it creates the conditions for extensive participation of the workers in the management of production. In addition, it successfully combines the financial interests of individual workers with the interests of the entire collective in achieving higher final results of production.

Moreover, many complicated production and social issues are being resolved more responsively. Every member of such a brigade (link) masters all the operations in the technological cycle, which means that one worker can replace another if it becomes necessary. This is very important to achieving smooth and regular operation of equipment and to the rise of labor productivity. At the same time the brigade contract enhances the sense of responsibility both of supervisory personnel and also of rank-and-file workers for getting work done on time and for doing it well, for conservation and thrift, and it helps to strengthen discipline, to reduce the sector's need for workers, and to reduce personnel turnover.

In 1982 975 brigades and links engaged in cropping in the republic had a collective contract, involving more than 35,500 persons, or 19.8 percent of the total number of kolkhoz members and sovkhoz workers in the sector, and in animal husbandry the figures were 439 brigades and livestock farms with a work force of 8,900, or 13.5 percent of the personnel in animal husbandry.



The collective contract has become well-established on certain farms of Uzgenskiy, Kara-Suyskiy, Naukatskiy and Suzakskiy Rayons in Osh Oblast and on kolkhozes of Sokulukskiy, Kantskiy and Kalininskiy Rayons in the Chu Valley. On the "Yassy" Sovkhoz in Uzgenskiy Rayon the conventional form of the organization of work was in effect until 1976 in all 10 corn-raising links, with the job-plus-bonus system of remuneration at unit piece-rate prices during the year. The yield was only 58 quintals of shelled corn per hectare, the production cost per quintal was 7 rubles 30 kopecks, and 4.25 man-hours were expended for each quintal of output.

In 1977 the farm began gradual conversion of corn-raising links to the collective contract, and later other subdivisions and branches as well. In 1982 all the corn-raising links were working under the new form of the organization of work and remuneration. The yield reached 112 quintals of shelled corn per hectare, 427 quintals of corn for silage per hectare, the production cost and labor expenditures per quintal of shelled corn dropped to 6 rubles 80 kopecks and 2.7 man-hours. The yield in terms of shelled corn rose 93.1 percent over the year preceding conversion of the links to the collective contract, and the production cost and labor expenditures dropped 6.8 and 36.4 percent, respectively.

One of the initiators of introducing the innovation on the "Yassy" Sovkhoz was the link headed by Zhumakadyr Moydunov, holder of Orders of Lenin, the Labor Red Banner, the "Mark of Distinction," and the KISSR State Prize. Over a period of 5 years the link, working under a collective contract, obtained an average of 150 quintals of shelled corn per hectare, but in 1982 the yield was 157 quintals per hectare. The link has six members: the tractor and machine operator, who is the link leader, and five irrigation workers, who water the crop by hand. The link was formed on a voluntary basis. It was allotted 50 hectares of plowland, the necessary farm equipment and supplies. All operations are performed to a standard of quality by the members of the link and within the optimum period of time from the standpoint of proper soil and crop practices.

For its part the management of the sovkhaz delivers physical and technical resources to the collective on time and creates conditions for successful performance of the tasks of raising the crop and also pays remuneration for the product raised under terms and conditions and at unit prices stipulated in advance in an agreement between the two parties.

During the year the members of the link are paid an advance based on time worked until the harvest is brought in: the link leader and machine operator 120 rubles a month and the irrigation workers 90 rubles. In 1982 the collective of the link produced 782 tons of shelled corn, for which they were credited 18,600 rubles. Of that amount the members of the link had been paid 7,300 rubles in advances during the year, or 40 percent of total annual earnings. Consequently, the members of the link received 60 percent of their earnings for the final results of their labor, that is, on the basis of the results of their performance for the year. An additional 1 ruble 44 kopecks were paid for every ruble. Distribution of the supplement for output takes into account the labor contribution of every person as a function of the vocational level and qualifications of the members of the collective.

Constructive experience has also been gained in introducing the collective contract on other farms. For example, on the "Pobeda" Kolkhoz in Tyupskiy Rayon the brigade contract is in effect in all branches of kolkhoz production. Its use in animal husbandry is of particular interest. Along with shepherd brigades to attend the adult sheep, links have also been created here for fattening the young of the current year. Each such link, consisting of four persons, is assigned 5,000 lambs. During the entire fattening period (from April to October) the members of the link are paid 21 kopecks per head, and after the sheep are sold to the state for meat, a final settlement is made with the link for the product obtained at unit prices that increase progressively as a function of the weight gain and the wool sheared. As a result of this kind of organization of work the delivered weight per lamb was 37 kg in 1982, and the average daily weight gain was 130 grams. In addition, 1 kg of lamb's wool was sheared from every young ram. In view of the final settlement for the output raised, the average monthly earnings of each member of the link was 302 rubles.

Thanks to the use of an efficient organization of work and to material incentive measures in these links, 117 rubles of profit were obtained from each sheep. Output per worker was 150 quintals of meat and 6 quintals of wool.

In 1982 the brigade contract was also partially introduced in tobacco-growing kolkhozes and sovkhoses of Kara-Suyskiy, Suzakskiy, Aravanskiy, Naukatskiy Rayons in Osh Oblast. The yield of tobacco in these collectives with a "family contract" proved to be 7-10 quintals higher than in the large links in which 25-30 workers were working.

On the Kolkhoz imeni Kalinin in Kara-Suyskiy Rayon the yield of tobacco in the large links was 22 quintals per hectare, while in the collectives created on the principle of the family contract it was 34.7 quintals, or 12.7 quintals more. The quality of the product also turned out to be higher. When the final settlement was made, those working permanently in the large links were paid an additional 72 kopecks each at the end of the year, while in the family collectives they were paid an additional 2 rubles 28 kopecks for each ruble earned during the year. Of course, we also see here the effect of closer attention and monitoring by party, soviet and economic authorities in connection with the specialization of the branch.

Yet in spite of the obvious advantages of the collective contract, it is not being introduced fast enough on the farms of the republic. There is not a single subdivision working under a collective contract on the farms of Naryn Oblast or in scientific-production associations for cropping and animal husbandry, and their numbers are also quite limited on the farms of Talas Oblast and many rayons in Osh Oblast and the Chu Valley.

On many farms introduction of the brigade contract in cropping is held back by the imperfect nature of the present system for the organization of agricultural production. The principal farming operations are now performed by temporary specialized formations. On most kolkhozes and sovkhoses these formations are cumbersome and are created for the farm as a whole. Moreover, the number of workers in them is ordinarily large, so that a correct

evaluation cannot be made of the work of each person individually, nor are they interested in the final results of work, and for that reason everyone in such collectives strives to earn as much as possible during the year by performing only the total volume of operations. The number of brigades (links) directly involved in raising a particular crop, is quite small, but still they possess practically no equipment and their share is no more than 20-30 percent of all the work envisaged by the flowchart.

When production is organized in this way, when some people do the plowing, others do the planting, and still others take in the harvest, and the members of the brigades themselves perform only individual operations, usually by hand, there is no personal responsibility toward the land or the other means of production. For that reason the fate of the harvest is of little interest to those who actually perform the operations.

Another reason of some importance is that many farms are too fascinated with all kinds of material incentives paid during the year for performing current operations without taking into account the final results of activity. Often rayon party, soviet and economic authorities sanction this. As a result those farms which have low production indicators are guaranteeing their workers earnings at the level of the progressive farms and sometimes even higher. On such kolkhozes and sovkhoses the workers of subdivisions working on piece rates have higher earnings than those which have a collective contract.

Introduction of the collective contract has been somewhat better organized in animal husbandry than in cropping. One reason for this is that a uniform job unit price has been worked up for all categories of workers employed in livestock production.

The collective contract can be boldly introduced in dairy farming (except for milkmaids), in fattening animals, and in industrial-type poultry raising. As for sheepraising, beekeeping, horse herding, for all practical purposes these branches already operating under the principles of the collective contract. Production targets and cost ceilings are broken down for them, and the size of their remuneration depends on the final result. All that is missing in such brigades is for contractual obligations to be spelled out correctly.

In the process of introducing the collective contract quite a few difficulties have arisen whose removal will help it to spread everywhere more successfully, and the requirements for this are as follows:

1. in cropping--improvement of the present system of the organization of production; creation of small and close-knit brigades (links), assignment of land and equipment to them so that they perform at least 70-80 percent of the operations called for by the technology and not requiring use of very large specialized equipment;
11. in cattle raising, swine production, and industrial-type poultry raising there is a need to establish the standard number of workers performing auxiliary and repair operations and attending machinery. At the present time there are no standards governing the number of attendants and repair workers,



nor the amount of technological equipment and machinery in the poultry farms, mechanized livestock operations and complexes, and as a consequence the number of these worker categories often far exceeds the number required, and when the collective contract is introduced the earnings of members of the brigade must increase thanks to reducing the number of these workers.

State statistical reporting on Form No 5-sk (brigade) has been instituted to keep records on progress in introducing progressive forms of the organization of work by the USSR Central Statistical Administration. But through the fault of those who keep economic statistics on the farms, it is not being prepared satisfactorily. A number of farms are not submitting the reports at all, and the figures from those farms which do submit them do not reflect the actual state of affairs. For instance, in 1982, according to the summary reported data, on the sovkhozes and kolkhozes of Issyk-Kul Oblast there were only 260 sheep-raising brigades, whereas actually there were 2,219 of them. Incorrect reports have been submitted by the farms of Naryn and Talas Oblasts and Alamedinskiy, Kantskiy and a number of other rayons.

Speaking in Belgorod at the All-Union Conference on Introduction of the Collective Contract, M. S. Gorbachev, secretary of the CPSU Central Committee and member of the Politburo of the CPSU Central Committee, said that many progressive initiatives, as experience has shown, are being vigorously disseminated and are operating effectively, especially when they receive the solid support of party raykoms and primary party organizations. This applies directly to introduction of the collective contract as well.

Widespread introduction of the collective contract and use of internal cost accounting in every subdivision of farms will make it possible to sharply increase the production of farm products and to make a worthy contribution to carrying out our country's Food Program.

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#### Industrialization of Farm Labor

Kishinev SEL'SKOYE KHOZYAYSTVO MOLDAVII in Russian No 7, Jul 83 pp 54-56

[Article by R. Grudzitskaya, chief of the department for statistics on agricultural enterprises of the MSSR Central Statistical Administration, and A. Subbotin, candidate of economic sciences and docent of KSKhI [Kishinev Agricultural Institute imeni M. V. Frunze]: "Turning Farm Labor Into Industrial Labor"]

[Text] It is no accident that the USSR Food Program for the Period up to the Year 1990 has emphasized the need to make work in agriculture more prestigious and to actively introduce the optimum schedule of work and rest for sovkhoz workers and kolkhoz members.

Turning farm labor into a variety of industrial labor means increasing its supply of equipment and raising its productivity to the level of workers in industrial production.



Figures on the republic's economy make it possible to see the convergence of the levels of the capital-worker ratio in agriculture and industry.

The capital-worker ratio of the country's agriculture has been rising at a faster pace than that of industrial production. Over the period under consideration these figures increased 3.6- and 2.6-fold, respectively. The same trend holds in Moldavia.

#### Rise of the Capital-Worker Ratio in the MSSR Economy

<u>Indicator</u>	<u>1965</u>	<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1981</u>
Fixed productive capital per worker, in thousands of rubles					
In industry	4.4	5.4	7.6	9.8	10.4
In agriculture	1.4	2.4	4.2	7.4	7.9
Capital-worker ratio in agriculture related to the same indicator in industry, %	31.8	54.7	56.0	76.4	76.6

The capital-worker ratio of Moldavian agriculture has risen 5.7-fold over those years, whereas it increased only 2.4-fold in industry. A further gradual convergence of the levels of the capital-worker ratio of agriculture and industry is continuing. Not only is the capital-worker ratio in agriculture increasing quantitatively, but this capital is also changing qualitatively.

This is indicated by the overall increase of power capacity, the share of mechanical implements of labor, which are the most active part of productive capital.

Yet the relationship achieved for capital per worker and power per worker in agriculture and industry are not optimal either in the republic or in the country. Because of the seasonal character of production, the great dispersal of area, the considerable dependence on natural conditions, and a number of other factors, the capital-worker ratio needs to be raised still more in agriculture. The inadequacy of agriculture's equipment is indicated by the high expenditures of manual labor both in crop production and even more in animal husbandry. At the present time more than 350 operations in the country's agriculture are done by hand. The incompleteness of mechanization results in deadlines missed for conducting field operations, which in turn causes losses of the crop and detracts from the quality of farm products. Only about 60 percent of the total number of machine and attachment designations included in the system of machines for full mechanization are in series production. The requests of the farms for delivery of the principal types of machines, including tractors, are being met at a level of 50-60 percent, and the adequacy of the supply of certain types of agricultural machines to kol-khozes and sovkhazes is still lower.

In the eighties the fixed productive capital in this sector will increase approximately 1.5-fold, and energy capacity 1.6-fold. By and large this will make it possible to complete full mechanization of cropping and livestock

raising. The scale of material and technical supply is also expanding in Moldavia's agriculture. In the 11th and 12th Five-Year Plans the republic's farms will be delivered 85,000 tractors, 53,000 tractor-drawn attachments, 51,000 trucks, 5,500 grain combines and much other equipment.

The growing deliveries of power-packed equipment and chemicals for plant pest and disease control are creating the necessary conditions for widespread introduction of industrialized technologies. Their most important distinguishing feature in cropping is the complete elimination of manual labor by machine labor and strict observance of the necessary crop and soil practices to obtain a given end result. This can be achieved only provided continuity, smoothness and proportionality are achieved in operation. The normal functioning of flow-line production requires a quantitative relationship among the machines making up the manufacturing line.

Industrial technologies for raising farm crops, especially corn, have become widespread in Moldavia in recent years. The use of an industrial technology in the republic in raising sunflowers, sugar beets and vegetables is guaranteeing a 30-50-percent higher yield and is reducing labor expenditures per unit output by one-third to one-half.

The qualitative restructuring of the technical base on kolkhozes and sovkhoses and in interfarm associations is also being accompanied by a transformation of the character of farm labor. Manual labor is gradually being replaced by machine labor using the most recent equipment and progressive technology.

As the transition is being made to industrial methods of farming, new farming occupations are becoming widespread: operators, dispatchers, master tune-up mechanics, and other technical personnel. These are now workers of a new type, people who combine in themselves not only the necessary vocational and technical knowledge, but also thorough knowledge of the production process.

A steady trend toward an increased share of skilled labor has now come about in agriculture. Between 1965 and 1981 the number of machine operators in the country employed on kolkhozes and sovkhoses increased from 3.1 to 4.5 million. In Moldavia over that same period the number of personnel using machines increased from 47,400 to 116,000 persons.

There has also been a substantial increase in the number and share of specialists with higher and secondary education. Their numbers increased in Moldavia from 10,700 persons in 1965 to 21,700 in 1982, or twofold. Their share in the total number of workers in agriculture grew from 1.5 to 2.9 percent in the republic.

But in spite of the success achieved in the improvement of qualifications, the bulk of sovkhos workers and kolkhoz members (except for machine operators) employed in cropping and livestock raising either have received no vocational training at all, or it has been limited to short courses for improvement of qualifications conducted right on the farms. This applies above all to animal husbandry, where it is not possible to do without the appropriate knowledge, not only engineering knowledge, but also zootechnical knowledge.

The increase in the number of workers in the industrial occupations is a natural phenomenon which reflects the process of agriculture's conversion to an industrialized basis. Completion of the mechanization and electrification of agricultural production and development of subsidiary enterprises of the industrial type which are not engaged in cropping will ultimately have the result that the work of the industrial occupations will become predominant in both cropping and also in animal husbandry. This process is speeding up still more with the development of more thorough specialization and concentration on the basis of interfarm cooperation and agroindustrial integration.

The problem is accordingly arising of training workers with a broad outlook for agroindustrial associations, where knowledge of related occupations and specialties is required. Experience shows that even now most farm machine operators have mastered two or more specialties. Many of them perform functions not only as tractor and combine operators, but they can also drive a truck and work as mechanics, repairmen, electricians and welders. A sizable portion of sovkhos workers and kolkhoz members are working in subsidiary enterprises or on the construction of production buildings and cultural and consumer service facilities (especially in the wintertime).

But the planned change of the character of labor in agricultural enterprises and associations has not yet become widespread. This is related above all to the fact that many workers of kolkhozes, sovkhoses and interfarm formations have not yet been prepared for the change of their work activity. Which means that there is a need to train specialists with a broad outlook both in SPTU and also right on the farms.

Another problem is arising of training specialists for agroindustrial complexes. They need to master related occupations in the system of secondary and higher education. For example, the need is not merely for economists with a narrow specialization, but for economists who have mastered the knowledge of an agronomist, a zootechnician or process engineer in the food industry. On the other hand it would also be useful for the agronomist to be equipped with a knowledge of economics and engineering concerning the food industry, procurements and trade. There is also a need for other specialists to broaden their knowledge in the various spheres of the agroindustrial complex.

Thus strengthening in every way the material and technical base of agriculture, increasing the capital- and energy-worker ratio, developing full mechanization and automation, and improving the organization of production--all of this is speeding up the process of convergence of farm labor with industrial labor. Performance of these tasks also has great sociopolitical importance.

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## EDUCATION

### DEPUTY MINISTER OUTLINES EDUCATION GOALS

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 8, Aug 83 pp 3-15

[Article by Professor N. P. Krasnov, USSR deputy minister of higher and secondary specialized education: "Decisions of the June Plenum of the CPSU CC and Tasks of the New Academic Year"]

[Text] The new academic year at higher educational institutions is beginning amid circumstances of a great political and labor upsurge, brought about by the decisions of the June (1983) Plenum of the CPSU CC, the Eighth Session of the USSR Supreme Soviet, Tenth Convocation. The Soviet people, the working people of the fraternal socialist countries, and all progressive mankind followed their work with unflagging attention and interest. These extremely important political events in the life of the Communist Party and the Soviet people are regarded throughout the world as events of top-priority significance for world politics. "In our epoch," the general secretary of the CPSU CC, Comrade Yu. V. Andropov, emphasized in his speech at the Plenum of the CPSU CC, "it is precisely socialism which has emerged as the most consistent defender of healthy principles in international relations, the defender of the interests of detente and peace, the interests of every nation and all mankind."

Along with the entire Soviet people, the multi-million-member group of higher and secondary specialized educational institutions warmly approves the decisions and documents of the Plenum and the sessions of the USSR Supreme Soviet, the election of the general secretary of the CPSU CC, Comrade Yu. V. Andropov, as chairman of the Presidium of the USSR Supreme Soviet, and the adoption by the session of an historic document--the USSR Law on labor groups and enhancing their role in the administration of enterprises, institutions, and organizations, as well as the Decree of the USSR Supreme Soviet entitled "On the International Situation and the Foreign Policy of the Soviet Union."

The decree of the June Plenum of the CPSU CC, along with the decisions of the Eighth Session of the USSR Supreme Soviet, have mobilized professors, lecturers, scientific staff members, graduate and undergraduate students, all workers in higher educational institutions to achieve new heights in the development of higher education, in training highly skilled specialists--ideologically tempered and with high standards for the results of their own work and for the task entrusted to them. And the most important condition for the successful solution of the tasks confronting higher educational institutions in the light of the decisions



of the June Plenum of the CPSU CC is the profound and multi-faceted study of its materials. Of great importance for the ideological-political tempering of students is the study of the article by the general secretary of the CPSU CC, Comrade Yu. V. Andropov, "The Teachings of Karl Marx and Certain Problems of Building Socialism in the USSR," as well as the decree of the CPSU CC "On the 80th Anniversary of the Second Congress of the RSDRP [Russian Social Democratic Workers' Party]."

The Collegium of the USSR Ministry of Higher and Secondary Specialized Education at its expanded session, which was held in March 1983, discussed the tasks of improving educational-indoctrinational and scientific-research work, increasing the contribution made by the higher and secondary specialized educational institutions to socio-economic and scientific-technical progress. Of particular importance for determining the ways to solve these problems is the speech delivered at this session by member of the Politburo of the CPSU CC and first deputy chairman of the USSR Council of Ministers, Comrade G. A. Aliyev, who critically analyzed the present-day state of affairs in the country's higher and secondary specialized educational institutions; he revealed the shortcomings and bottlenecks existing in them and pointed out measures to ensure their elimination.

The Collegium adopted a decision in which it called upon the professors, lecturers and students, and the staff members of the entire VUZ administrative apparatus to take all measures to activate work in the new academic year, to consistently implement the directives of the party and the government aimed at universally improving the system of higher education and intensifying ideological work at each educational institution.

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In the new academic year the student groups have been added to by a large detachment of well-trained, industrious youths, who gained the honors in the difficult competition at the entrance exams. More than a million young fellows and girls have been accepted for the first-year courses, of which 640,000 have been accepted for daytime instruction. On the whole, the admissions process for the 1983/84 academic year was conducted in a more organized and precise manner than it was last year; the admissions commissions, headed up by the VUZ rectors, worked well and smoothly, while the group of lecturer-examiners, consisting of many thousands of persons, labored intensively.

Good results in the admissions of the new group of students were attained by those VUZ's wherein the work on forming the student bodies was conducted the year round in close contact with enterprises of the appropriate sectors of the national economy, where there was concern about the general-educational preparation of the matriculants, various types of Olympiads were widely conducted, and special-interest clubs were created. Thus, a great deal has been done in the field of vocational guidance by the groups at the Moscow Aviation and Aviation-Technological Institutes. Here admissions are prepared during the course of the entire year; the VUZ directors exercise great care in selecting the lecturers to be included in the examination commissions--and they work precisely and smoothly.

A very successful form of vocational guidance has become the pupil-production brigades of schoolchildren working in agriculture. Beginning this year, the period of work in such brigades will be taken into account in admissions to the preparatory divisions. There are future prospects for organizing similar groups of schoolchildren in medical treatment institutions.

At all VUZ's it has become a good tradition to conclude the admissions process with a summation of the results of the entrance exams, with an analysis of the qualitative composition of the new group of students, an examination of the results of the work of the admissions and examination commissions, and a determination of ways to further improve this work. In essence, the admissions commissions should not cease their activities for a single day. They must set up and strengthen their ties with schools, tekhnikums, and other schools, analyze the results of the admissions exams taken by the graduates of these educational institutions, and assist them in organizing their educational-indoctrinational work. Even now they must concern themselves with recruiting good pupils for the preparatory courses, which must accept all those desiring to enroll. The activities of the admissions commissions must be based on their close ties with enterprises, kolkhozes, sovkhoses, and military units. It is necessary that each VUZ be guided by the following rule: seek out and prepare your own matriculants.

An important place in the work of these commissions should be occupied by problems connected with the training for admitting youths into social science majors.

Particular attention must be paid to vocational-guidance work. In conducting it, we must make extensive use of the recommendations of the Scientific-Research Institute on the Problems of the Higher Schools; it has summed up the positive experience of the work of VUZ's in various regions of the country.

The great and important matter of admitting the new group of students this year did not pass without certain shortcomings. At certain individual VUZ's violations of the established admissions procedures were permitted, elements of poor organization were observed in the work of the admissions and examination commissions, and other negative phenomena also took place. All these shortcomings and unfinished items must be persistently eliminated and not allowed in the future. Officials at the higher schools must ensure the restoration of healthy circumstances comprising the conduct of the exams and the enrollment of students; they must cut short and absolutely exclude any sort of malfeasance.

An extremely important task, one which must not be lost sight of, is connected with the work of our first-year students, with paying particular attention to them so that they may, as rapidly and as successfully as possible, adapt themselves to the new conditions of life and work at a VUZ, in a department, and in a group. Unfortunately, this has not been done everywhere or always.

This year the first-year students in the daytime instructional division will begin their work in accordance with the new curricula and programs which have been prepared on the basis of skills characteristics and which more fully reflect the present-day requirements for specialists, who will have to work under the conditions of accelerated scientific and technical progress. In introducing the new

curricula and programs, we must manifest the maximum concern for improving the organization of the educational process on strictly scientific fundamentals, as well as providing comprehensive methodological aids for each type of educational activity.

Naturally, the most important thing is to attract the best-qualified lecturers to teach the classes at the first-year level, as well as the top-priority provision of the first-year students with educational-methodological aids and textbooks. It is necessary to pay more attention to improving the methods of practical and seminar-type classes, as well as laboratory work. We must constantly keep within the field of vision at all departments the independent work of the first-year students.

The drop-out factor continues to remain one of the shortcomings in the activities of the higher schools. The group at each VUZ must very carefully analyze the reasons for a low success rate and the drop-out rate among students; the group must work out and implement a long-term system of measures to ensure improvements in all types of educational work, measures which will directly or indirectly influence the success rate of the students, particularly in the first-year courses.

At the same time, it must be noted that recently in some VUZ's there has been a lessening of attention paid to the educational and indoctrinational work with students in the senior and graduating courses, and this has inevitably led to a worsening of the success rate, an increase in the number of unsatisfactory grades, and the defense of poor diploma projects and works. This also is a cause of an increase in the drop-out rate and a non-fulfillment of the plan for graduating specialists.

Constant improvement in the VUZ's work involves a complex of measures, beginning with the targeted formation of a student body and culminating in the distribution of graduates and their arrival at their work places. We must attentively study the influence of all factors in the educational process on the end results and adopt effective solutions in connection with this in order to determine that link in the work of the VUZ on which the main attention should be focused. Moreover, we must bear in mind that the specific contribution of the higher schools to the country's socio-economic development is determined, to a large extent, by how the knowledge acquired by the young specialists is materialized, by how this knowledge is converted into genuine achievements of the national economy, and by how it is utilized by the VUZ graduates at their places of employment.

In light of the party's decisions we must determine the ways to institute a model procedure in all links of personnel-training administration; we must think over from a scientific point of view all aspects of organizing the educational process --from planning to personnel, methodological and material-technical provisions. These problems must be solved from the viewpoint of the end results of the activities of the higher schools; these include the full and steady satisfaction of the requirements of the national economy for highly skilled specialists, capable of utilizing with a high productivity yield the intensive factors of economic growth, and capable of acting in the role of participants and initiators of an accelerated development of scientific and technical progress.



At present our country annually acquires 800,000 specialists with diplomas in higher education. Their training is carried out by 892 VUZ's. Such a scale of operations by the higher schools allows us to count with confidence on fulfilling the plan of the 11th Five-Year Plan, to provide the national economy, the institutions of science and culture, with 4 million specialists.

However, there are quite a few shortcomings in the activities of the higher educational system.

As was noted at the June (1983) Plenum of the CPSU CC, the needs of the country are not being fully met by the level of training specialists for the leading sectors of the national economy. Measures are now being undertaken to expand the training of personnel in a number of specialized fields--such as electric-power engineering, metallurgy, machine building and instrument manufacture, electronics, and radio engineering. In 1983 admissions to these specialized fields have grown by 4--5 percent. The task consists in providing a significant improvement in the quality of training personnel in these specialized fields. We need highly skilled lecturers; we must also be more concerned about furnishing departments and laboratories with up-to-date equipment, and computers, including microprocessing equipment. We are confronted with the task of drawing up precise and specific working plans the implementation of which will facilitate the training of personnel meeting more fully the requirements of scientific and technical progress. It is also extremely important to step up our attention to the correct distribution of graduates, organization of their job placement, and ensuring their arrival at their places of employment.

The higher schools are faced with a great task--to significantly expand and improve the study by the future specialists of computer technology, to ensure the acquisition of the knowledge and skills required for its use. This is an imperative of the times. In the first place, we must be concerned about creating the technical and organizational conditions for regular work by the students with computers. At the same time, we must organize a well-planned upgrading of the skills of lecturers in the field of using modern-day computers, including microprocessing units, micro- and mini-computers. Some serious work still remains to be done here. But there are examples which can be drawn upon. Serving as model VUZ's from this point of view are the Moscow Engineering-Physics Institute, the Institutes of Electronic Equipment, Steel and Alloys, and others, where the necessary conditions have been created for the students to work with computers. A great deal of experience in introducing computers into the educational process has been accumulated at the Second MMI [Moscow Mechanical Institute].

The USSR Ministry of Higher and Secondary Specialized Education has adopted measures to significantly improve the supplying of VUZ's with computer equipment. As regards the upgrading of lecturers' skills, the appropriate courses have been introduced into all the curricula of the FPKP [Faculty for Upgrading Lecturers' Skills].

In the academic year which is upon us higher pedagogical education will be received in pedagogical institutes and universities by more than 800,000 students, of which approximately 200,000 are first-year students. A great deal has been done to

attract to the teaching profession young persons who have shown an interest in pedagogical activities. On the whole, however, the selection of pedagogical personnel, as was indicated at the June (1983) Plenum of the CPSU CC, needs to be improved. VUZ's engaged in training teachers, including universities, have been called upon to significantly improve the quality of their vocational-guidance work.

In accordance with a directive of the June (1983) Plenum of the CPSU CC, the higher schools are faced with the task of doing quite a bit to further improve the training of pedagogical personnel. Attention must be intensified to the psychological-pedagogical education of the future teachers, as well as inculcating in them solid skills and habits of educational work, primarily by means of strengthening practical classes directly in the schools. All this has been provided for by the new curricula and programs, to the implementation of which special attention must be paid, taking into account the further re-structuring of the general-educational school as an integrated, labor, polytechnical institution.

Based on the decrees of the CPSU CC and the USSR Council of Ministers, as well as the orders of the ministries published in connection with them, a complex of measures is being carried out in the higher schools aimed at improving the study of the Russian language in the national republics. The importance of this matter was emphasized at the June (1983) Plenum of the CPSU CC. In 1983 the universities and pedagogical VUZ's provided the country with more than 31,000 specialists in the Russian language. This is a large army of teachers, which must be correctly used in the schools and other educational institutions. In the new academic year approximately 40,000 students have been accepted as majors in "Russian Language and Literature." Particular attention must now be paid to improving the quality of the training of Russian-language teachers, imbuing them with love for their specialized field and forming pedagogical skills in them.

More than 10,000 students are now enrolled in the "Journalism" major; this year the graduation of specialists in this field amounted to almost 2,500 persons. This is a large detachment of young journalists, which will pour into the groups of the editorial offices of newspapers and journals, as well as those of other ideological institutions. In our universities we must accord serious attention to the ideological-political tempering of journalistic personnel, improving the quality of their professional training, in particular, developing in them the habits and skills of using up-to-date radio-electronic apparatus and other technical means being employed in journalistic practice. Good experience in training such personnel has been accumulated by the Journalism Faculty of Moscow University.

One of the important sections of work in every VUZ is the distribution of graduates into jobs. In this matter there are quite a few shortcomings and unsolved problems. This pertains primarily to the so-called "non-arrivals" of young specialists. In 1981 alone approximately 74,000 graduates "did not arrive" at the places to which they had been assigned for work. Among them were a particularly large number of alumni of agricultural and pedagogical VUZ's. It is important to emphasize that non-appearances at the assigned places of employment reveal defects in our educational work. Of direct relevance to the groups at VUZ's are the words

spoken by member of the Politburo of the CPSU CC and secretary of the CPSU CC, Comrade K. U. Chernenko, in his report at the June (1983) Plenum of the CPSU CC: "We are troubled by the excessively delayed civic emergence and political naivete, as well as by the excessive dependence of certain young people, their lack of desire to work where the society requires this today."

We cannot be reconciled with the fact that at a number of enterprises about half of all those accepted for positions during the period 1979--1981, positions requiring a higher education, are persons with practical experience and with a secondary education, whereas more than a third of the young specialists sent out to enterprises during these years are employed in positions not in accordance with the field of specialization obtained by them. Nor can we admit as normal the fact that 18,000 specialists in 1981 obtained the right to the so-called independent job placement, of which 1,200 were in Georgia, 600--in Armenia, etc. These facts, speaking frankly, of a non-business-like, non-state approach to the utilization of young specialists in no way remove the responsibility from the officials of higher schools. VUZ's ought to influence this process both by means of their own active participation in planning the specialist training, as well as by a decisive improvement in their distribution.

As check-ups have shown, many educational institutions do not conduct preparatory work with the students prior to personnel distribution; they violate the labor laws by sending a specialist to work without certifying the specific duties and place of employment; they do little to improve the probationary work period, and poorly utilize the possibilities for early distribution.

VUZ's must penetrate into all questions connected with the formation of requisitions from enterprises for specialists and their correct utilization, thereby achieving a situation whereby the work of a large group of lecturers would be justified by the effective work of the VUZ's alumni in full accordance with the knowledge and skills which they have received.

Good experience in the matter of retaining graduates at their places of employment has been accumulated at the Moscow Agricultural Academy imeni K. A. Timiryazev. Here all the graduates are sent to work in accordance with the specialized fields obtained by them; they are well-adapted to the production conditions, and successfully cope with their service assignments from the very first days of their independent work.

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The principal task of the higher schools, as indicated in the decisions of the party and government, consists in the multi-faceted improvement of the training and ideological-political indoctrination of specialists. During the present academic year the solution of this problem is connected with the conversion to the new curricula and programs. As already noted, such a conversion relates directly only to the first-year courses. Nevertheless, it seems feasible to introduce certain adjustments into the educational process in the remaining courses in accordance with the recommendations of the curricula being introduced, bearing in mind, in the first place, the teaching of individual



disciplines or their divisions in accordance with the new trends of science and technology. On the whole, particular controls must be placed on all work connected with the training for the organization of the educational process in accordance with the new documents. This work is based upon the creation of educational-methods complexes for all disciplines.

It must become a law of life for each VUZ to raise the level of training of specialists on the basis of a continuous "tracking" of the course of scientific and technical progress, a constant adjustment of working programs. The contents of education should be renovated, saturated with the latest achievements of science, technology, and culture, as well as advanced production practice. The scientific-pedagogical groups of all departments must aim at this.

The scientific approach to determining the contents of education requires the concentration of educational material on complex problems and topics which determine the professional profile of a specialist. In the teaching of each discipline there must be provided a precise orientation on the ultimate goals of training personnel. We must reveal and take into consideration more carefully in educational work the logical ties among the subjects, and strengthen interdisciplinary integration in order to form in the students an integrated system of professional knowledge, skills, and habits.

Particular attention must also be paid subsequently to see to it that the students solidly master the fundamental sciences so that the knowledge received may be utilized in the course of studying special disciplines and for solving professional problems. We must also achieve a purposeful formation in the future specialists of modern-day economic thought, as well as developing in them a socialist spirit of enterprise and initiative. Study of ecological topics must be supplemented by educational measures directed at inculcating in the students a conservationist attitude toward natural resources and aimed at environmental protection.

One of the trends in the activities of the VUZ's is connected with improving production practice. Important in this matter is the implementation of thoroughgoing programs, not merely ensuring the uninterrupted and targeted acquisition by the students of practical habits and skills, but also facilitating the reinforcement of the tie between the educational process and production. At the same time, we must not weaken our attention to the probationary work period of the future specialists; moreover, we must strengthen controls on the part of the VUZ's over its organization at industrial enterprises and in institutions.

A scientific approach to the organization of the educational process would be unthinkable without regulating the cognitive activity of the students; this must be based upon the continuous perfection of the forms, methods, and means of instruction. More and more extensive use is being made in VUZ's of active methods of instruction; a transition is being made from the predominantly informational type of teaching to the development in the course of the classes of the creative qualities and capacities of the future specialists, along with the formation in them of a high standard of thought--general scientific and professional.

Meriting special attention is the independent work of students, work which requires certain habits in organizing individual activity. We must aid the future specialists to acquire these habits. They must be made familiar with the scientific foundations of organizing intellectual work, with the technology of this type of human activity. We must provide them with knowledge about the hygiene and psychology of intellectual work, teach them to draw up individual work plans, and to utilize the appropriate technical means. In this connection it is very useful to conduct special classes with the students, helping them to work out for themselves cultural standards of intellectual work. Special importance should be accorded to developing and introducing business-like games, organizing field trips for the students with an analysis of the specific production situations, and an extensive utilization of the case method of instruction.

The scientific organization of work in a VUZ presupposes the implementation of a number of scientifically grounded planning, economic, technical, sociological, and other measures aimed at ensuring a high degree of effectiveness of the educational-indoctrinational process. These should include, in the first place, the rational planning of instruction and indoctrination, as well as that of the work of the lecturer and the student. On this basis we must also draw up such planning documents as a comprehensive plan for the communist indoctrination of the students, a schedule of classes, an individual plan for the lecturer, and a schedule of the students' independent work.

Particular importance must also be allocated to the necessity for a conservationist approach to budgeting the time of the students and the lecturers. Analysis of the time budget of the students is connected with providing a scientifically well-grounded setting of norms for educational work, its planning and monitoring controls. Rational utilization of a time budget is based on the study of the conditions of educational work and setting up the time necessary for instruction, as well as on evaluating the labor intensiveness of each discipline, its divisions or topics. If mistakes and violations are allowed in organizing and structuring the educational process, they will inevitably lead to a loss of time. In connection with this, it is absolutely necessary in each VUZ to adopt all measures excluding any diverting of students or lecturers into projects unconnected with the educational process.

Also of no less importance is the use, in administering a VUZ and organizing its activity, of up-to-date economic-statistical methods, quality measurement, targeted comprehensive programs, as well as systems of automated regulation and controls. Successes along these lines have been achieved by those VUZ's which, on the basis of optimization methods, have determined the top-priority tasks for improving their own activity and have ensured the implementation of appropriate targeted programs.

It is also necessary to create effectively functioning informational-reference, methodological, and technological systems of support for the educational process. A special role in this matter is played by the VUZ libraries. In improving their work, we must strive to transform libraries into one of the main subdivisions of a VUZ--its educational-scientific information center. Here

there must also be a place for the scientific work of staff-members or lecturers, equipped with everything necessary, including terminal connections with the computers, and a place for the independent work of students, places where they can read textbooks, listen to or view videotapes or microfilms, as well as work with teaching machines on an individual basis.

Technical media, as used in the educational process, are also emerging today as a means of creating an instructional environment and as apparatus freeing up the lecturer from routine work, as well as aids in individualizing student instruction.

Control-instructional complexes will gradually be developed to the level of intellectual terminals of an AOS [automated teaching system], designed on the basis of a micro-computer. In the comparatively not-too-distant future we anticipate using in AOS's the following information means with good prospects: input-output speech information, the use of adaptive programs based on models of the subject to be taught, etc. However, we must not forget that all these devices--ranging from a simple controlling instrument to an automated teaching system--are only a means to implement the instructional program developed by the lecturers, and they themselves cannot solve any serious didactic problems. The pedagogue has been and remains the central figure in the educational process.

Among the most important tasks is the further improvement of correspondence and evening instruction, which ought to be regarded as a manifestation of the strengthened link between the higher schools and the national economy, a link with production. Today this task may be formulated as follows: the maximum care and attention in order to create all necessary conditions for a young person who, after a day at work, sits down to his textbooks. Here there is a good existing arsenal of pedagogical, psychological, and didactic means: the preparation of textbooks which contain a system of activities guaranteeing the mastery of the subject being studied, improvement of consultation assistance, and the effective application of technical means. And, of course, a factor of no small importance for the successful carrying out of the intended program for improving the training of personnel without a break from production remains the reliance on enterprises and institutions where the student youth are employed, their support and aid.

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The training of specialists is, at the same time, also a task of their communist indoctrination, for a person's outlook on life also determines his professional profile. The duty of the higher schools is to facilitate by all measures, as was pointed out at the 26th CPSU Congress, "the formation of a generation of persons who are politically active, who know their business, who love and are able to work, and who are always ready to defend their Motherland."

The core of the communist indoctrination of students is the formation in them of a genuinely scientific world view. The decisive role in this matter is played by the departments of social sciences, for, as emphasized in the decree of the June Plenum of the CPSU CC, "the strength of ideological-indoctrinational work, like that of the party policy on the whole, lies in its scientific groundwork, in its reliance on the most advanced, constantly developing Marxist-Leninist theory."



In implementing the decree of the CPSU CC entitled "On Further Improving the System of Upgrading the Skills of Social-Science Lecturers at VUZ's" (1982), which evaluated the status of work with social-science staffs, and which revealed the shortcomings existing in this matter, along with outlining ways to eliminate them, the rectorates and groups of the VUZ social-science departments accomplished serious work on raising the ideological-theoretical level of teaching the history of the CPSU, Marxist-Leninist philosophy, political economy and scientific communism, as well as improving the recruitment of teaching staffs and upgrading their skills. With regard to quality the personnel staff of these departments has improved somewhat in recent times. Today more than 55 percent of the social-science lecturers have academic degrees.

The groups at many departments have achieved fine results in educational-indoctrinational and scientific-research work. Deserving of mention here are the departments of the history of the CPSU at the Kazan and Tashkent Universities; Marxist-Leninist philosophy at the Moscow Aviation Institute; Scientific Communism at the Moscow and Kiev Universities; Political Economy at the Kishinev University and the Leningrad Financial-Economic Institute. Their experience deserves widespread dissemination.

Nevertheless, there are quite a few defects and unresolved problems in the teaching of the social disciplines, as well as in the activities of departments and faculty members. The state of affairs in this field does not meet the requirements of the present day. This was mentioned in the report delivered at the June (1983) Plenum of the CPSU CC by Comrade K. U. Chernenko: "And there is yet another question of no small importance--the question of increasing the ideological influence of the teaching of social disciplines at VUZ's and tekhnikums. On the side of the teacher of these disciplines must be not simply the authority of the science being taught but also the exactness of his own ideological point of view, the fascination of the questing thought, and the moral attractiveness of his personality. That's the way, I emphasize, that it should be. But, unfortunately, that's not always the way it is. One still encounters lecturers who deliver their lectures from notes which have yellowed with time and whose sharp corners have been worn down. Such speakers, in the pointed expression of M. I. Kalinin, 'are splendid for lulling an audience to sleep'." K. U. Chernenko's report pointed out that the USSR Ministry of Higher and Secondary Specialized Education have weakened their controls over the quality of training social-science personnel, the teaching of social disciplines, and the implementation of the decrees of the CPSU CC and the USSR Council of Ministers on the work of the higher schools.

The June Plenum of the CPSU CC demanded that provision be made to raise the ideological-theoretical level of teaching the social disciplines at educational institutions, that all measures be employed to develop an interest in their study, that controls be strengthened over the quality of training social-science teachers, and that new textbooks and teaching aids on Marxism-Leninism be developed.

With a view toward solving this problem, we must re-structure all the educational programs in the social sciences, and the duty of every department and faculty

member is to ensure the implementation of this task in all their practical activities. An important place in the educational work should be occupied by the study of the works of Marx, Engels, Lenin, as well as the works by the leaders of the Communist Party and the Soviet state.

In order to facilitate the class tempering of students, the teaching of the social sciences must be permeated with the uncompromising struggle against the bourgeois ideology. Directly relevant to the ideological-political work with students is the following pointed suggestion by Comrade Yu. V. Andropov, contained in his speech at the June Plenum of the CPSU CC: "...the party is achieving a situation whereby a person in our country is educated not simply as the bearer of a fixed sum of knowledge but, above all, as the citizen of a socialist society, an active builder of communism, with its inherent ideological positions, morality and interests, high cultural standard of labor and conduct."

In the new academic year attention is being heightened toward the training of social-science teachers. At the 14 leading universities a significant group of matriculants has been accepted as social-science majors; they come well-recommended in social work, and they have manifested an inclination toward the humanities. The leading officials of the universities, as well as the party and public organizations, must exercise special controls over the work of these students and aid them in all possible ways to become qualified social-science teachers in the future.

In order to prepare new textbooks on Marxism-Leninism, a large group of very important pedagogues and scholars has been brought together; they will complete this work in the next few years. This will play a significant role in further improving the quality of teaching the social sciences at VUZ's and in increasing the qualifications of social-science teachers.

"The party and the state," it is indicated in the decree of the June (1983) Plenum of the CPSU CC, "expect from economists, philosophers, historians, sociologists, psychologists, and legal scholars the development of reliable ways to increase the effectiveness of production, research on the principles of the emergence of the classless structure of society, the internationalization of social life, the development of the socialist people's power, social awareness, and the problems of communist indoctrination." In accordance with this directive, all social-science departments and humanities faculties are refining their plans for scientific research and formulating topics of dissertation projects.

The USSR Ministry of Higher and Secondary Specialized Education, its Administration for Social-Science Teaching, the ministries of higher education of the Union republics, as well as all universities and institutes, will draw the correct conclusions from the criticism which was sounded at the June Plenum of the CC, and they will take all measures to improve the quality of training the social-science staffs, the teaching of the social sciences as a whole, as well as significantly raising the level of the work of the departments in the socio-economic disciplines and that of every teacher.

At the present-day phase, as emphasized in the decree of the June Plenum of the CPSU CC, it is necessary to decisively raise the ideological, indoctrinational, and propaganda work to the level of those large and complex tasks which the party is solving in the process of improving developed socialism. This presupposes an active seeking out of new forms and methods of activity, as well as improving the style of work of each staff member of the higher schools. "Here we still have a great deal to learn," Comrade Yu. V. Andropov has emphasized, "and our principal opponents on this path are formalism, triteness, timidity, and at times even laziness of thought. We must also proceed from the fact that the formation of the awareness of Communists and all citizens of our socialist society is a matter not only for the professionals--the ideologists, propagandists, and workers in the mass information media. This is a matter for the entire party."

Lofty spiritual and moral qualities can be formed in the future specialists only by dint of everyday educational work, in the course of the educational process, the scientific organization of which presupposes the active role of the students themselves in carrying it out. Furthermore, in connection with the turning away from the informational concept of instructional, their independent work becomes all the more significant: new pedagogical devices such as the case method of instruction and business-like games are unthinkable without the active participation of the students themselves. Today a good specialist cannot be trained if he still remains within the walls of the educational institution and does not share in scientific creative work.

Everything stated above permits us to draw the following conclusion: if we want to improve the results of instruction and to strengthen discipline, then we must, along with improving the organization of the student's educational work, carry out an entire system of measures having as its basic goal the inculcation in the young persons of lofty moral norms and ideals, feelings of responsibility and an aware attitude toward public duty, whereby the unity of words and deeds becomes the everyday norm of conduct.

An extremely important task, as Comrade K. U. Chernenko emphasized in his report at the June Plenum of the CPSU CC, "is considered by the party to be the inculcation in every person of a need for work, a clear awareness of the necessity of a conscientious work for the common good. Both the social recognition and the material prosperity of a person should be determined, above all, by how he works. What is important here is not merely the economic aspect. Of no less importance is the ideological-moral aspect. You know, in work a person not only creates material value but also forges his own best capabilities, tempers his will, develops his creative strengths, and affirms himself as a citizen, an active builder of communism."

A large role here is played by the affirmation and development in student groups of socialist collectivism, the inculcation of the future specialists with habits of professional ethics and high esthetic ideals. Nor have we removed from the agenda the task of improving atheistic indoctrination and the propagandizing of scientific-materialistic views.

Socio-political practice has become an important factor in training a future specialist.



We must bring about a situation whereby each indoctrinational measure bears within itself a charge of morality, that there be formed in the future specialists a responsible attitude toward carrying out their civic and professional duties. And this is a matter not merely of extra-curricular measures. Every lecture, every class, and every meeting between students and the lecturer ought to facilitate their communist indoctrination. Many VUZ's are successfully operating plans for forming the scientific world view of the students in the process of instruction. Such plans require serious improvement in light of the demands of the June Plenum of the CPSU CC and widespread dissemination throughout all the country's VUZ's.

The All-Union contests of student projects on social sciences, the history of the Komsomol, and the international youth movement, as conducted by the USSR Ministry of Higher and Secondary Specialized Education, the Komsomol CC, and the board of the All-Union Society for Knowledge, have been transformed at the present time into an important factor in the communist indoctrination of future specialists, the formation in them of a Marxist-Leninist world view, an active point of view on life, Soviet patriotism, internationalism, irreconcilability with bourgeois ideology, and the ability to apply socio-political knowledge in practice. Some 2,560,000 persons took part in the 9th All-Union Contest, devoted to the 26th CPSU Congress. The holding of this contest notably facilitated the increased success rate of students in the social sciences.

Unfortunately, in groups at educational institutions we have occasion to encounter such phenomena as alcoholism and drunkenness, various malfeasances, and violations of the law. All these negative phenomena are particularly dangerous when the "cast of characters" includes persons bearing the high title of lecturer --one who indoctrinates the youth. In the course of indoctrinational work at VUZ's we must wage a determined struggle against the direct "bearers of evil," applying where necessary strict measures of administrative and disciplinary action.

The administrative organs of the higher schools and all VUZ's must draw the correct conclusions from the directives of the June Plenum of the CPSU CC to the effect that in every VUZ group there should prevail an atmosphere of creative searching, mutual respect and high standards, as well as intolerance of any violations of law and morality.

The indoctrinational influence on the youth must be diverse in form, interesting, and substantial in content. Here too, we must create the conditions for its independent artistic creativity, excursions through sites of revolutionary, military, and labor glory of the Soviet people, classes in physical education and sports, camping trips, and cultural pursuits. All this must be rationally and effectively organized and remain constantly within the field of vision of the leading officials of the VUZ's, as well as of their Komsomol and trade-union organizations. Those VUZ's have acted correctly which have conducted all ideological and political mass work with the students in a purposeful and well-thought-out manner, implementing the complex of appropriate measures provided for by the unified plan devised for the entire period of instruction.

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Under the conditions of the step-by-step implementation of the decisions of the 26th CPSU Congress, connected with the conversion of the country's economy to the path of intensive development and the further acceleration of scientific and technical progress, ever-increasing importance is assumed by increasing the skills of workers in the national economy, deepening their political and professional knowledge, and improving their business-like qualities. The role of the higher schools, which have been charged with the task of providing methodological leadership in this matter, is very great here. Today the network of educational centers for upgrading qualifications includes within itself more than a thousand appropriate institutes attached to the sectorial ministries, as well as their affiliates, courses given at enterprises and other educational sub-divisions, including 529 faculties at VUZ's. Every year about 80,000 students are enrolled in them.

During recent years a leading factor in the work of this system has become the great dynamism and operational effectiveness in specifying the contents of upgrading qualifications, the effective utilization of technical means and progressive pedagogical experience. Meriting attention are the active searches for the forms of strengthening the ties between these educational centers and practical work, such as, for example, the creation at scientific-production associations for livestock breeding and agriculture on social principles of departments of the practical fundamentals of administering agricultural production. Interesting experience has been accumulated at the Moscow Land Improvement Institute, where a program-targeted method for determining the contents of instruction of the students has been implemented. The educational materials prepared for this are also being used successfully in instructing the VUZ students. Nevertheless, we still have quite a few shortcomings and unsolved problems in the field of post-diploma education. Among them are planning for upgrading qualifications, strengthening the material base of the appropriate institutes and faculties, and stepping up the actual yield from the knowledge received by the students in their practical activities.

In every VUZ which has faculties for upgrading qualifications we must work out specific and precise plans for improving their work, plans which presuppose a permanent tie between the groups at these faculties and the appropriate sectors of the national economy.

One of the important tasks confronting the system for upgrading qualifications, as well as each of its sub-divisions--an institute, faculty, or courses--is connected with the pressing business of carrying out the decree of the June (1983) Plenum of the CPSU CC to the effect that "all economic propaganda and economic indoctrination must be subordinated to the needs of intensifying the national economy, to the development of up-to-date economic thought, a socialist enterprising spirit, and a business-like quality." All this is also directly related to the actual training of economic specialists, as well as to the inculcation of solid knowledge to all students in the field of economics.

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During the five-year plan just past quite a bit was done to improve the qualitative composition, to organize the work, and to upgrade the qualifications of the scientific-pedagogical personnel. Within the more than 400,000-person-strong group of teaching personnel at the higher schools the majority now consists of doctors of sciences, professors, candidates of sciences, and docents. There are 58,700 persons enrolled in graduate work in VUZ's. This constitutes an important source for the higher schools to draw upon in recruiting qualified scientific-pedagogical employees.

Nevertheless, we still must pay attention to the need for further improving work with pedagogical personnel.

In the first place, we need to improve the procedure for filling the positions of professors and lecturers. As of today, the VUZ contests obviously do not provide sufficient competitiveness. There has also been a lowering of the standards required by the lecturers of themselves, as well as that of the leading officials of the VUZ's toward them. We must do everything possible so that, during the course of the contests, there be increased attention to the quality of the actual pedagogical activity of the candidate for the teaching position.

A no less important problem is further improving the very system of upgrading the qualifications of teachers. At the present time the curricula of the FPKP are being revised; they must constitute a new stimulus for further improving the activity of faculties. In strengthening the ties with production, we must substantially intensify the guidance of the probationary period served by the lecturers in special disciplines.

Nevertheless, no matter how great the importance of the FPKP's activity may be, the center of the formation and reproduction of the scientific and pedagogical personnel unchangingly remains the department. While proposing high requirements for the departments, we must, at the same time, manifest great concern and attention for them. In the first place, we must create for the teaching staff at all departments favorable circumstances for work, as well as improving their housing and daily living conditions. We must also be more persistent in solving the problems connected with improving the system of moral and material incentives for pedagogical work.

During the current year the USSR Ministry of Higher and Secondary Specialized Education intends to carry out a well-developed program for improving the entire system for upgrading the qualifications of administrative personnel, scientific-pedagogical employees, and educational-auxiliary VUZ personnel. Provision has been made for refining and standardizing the periodicity, time periods, forms, and contents of the instruction of each category of employees, as well as determining the effective forms of controls over the practical utilization of the results of upgrading qualifications.

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Since more than a third of the country's scientific workers are concentrated there, higher schools possess a powerful creative potential.



Many VUZ scientific-research institutions occupy the leading positions in a number of very important trends of science and technology. Thus, one of the most important centers in the field of research in cosmic rays is the Scientific-Research Institute of Nuclear Physics of the MGU [Moscow State University]. The results of the work of such scientific institutions as the Siberian Institute of Physics and Technology of Tomsk University, the Scientific-Research and Experimental-Design Institute of Robotics and Technical Cybernetics of the Leningrad Polytechnical Institute, the Institute of Neuro-Cybernetics of Rostov University, the problem laboratories on the use of impulse sources of energy in industry of the Kharkov Aviation Institute, and those of the regulatory systems for control manipulators of the MVTU [Moscow Higher Technical School imeni N. E. Bauman] constitute a substantial contribution to scientific and technical progress.

In achieving a more complete utilization of scientific potential, the groups at VUZ's, in accordance with the decree of the CPSU CC and the USSR Council of Ministers entitled "On Increasing the Effectiveness of Scientific - Research Work in Higher Educational Institutions," have concentrated their efforts on solving the complex problems of socio-economic development. Suffice it to say that in 1982 higher educational institutions developed approximately 16,500 topics provided for by the assignments of the state plans for the economic and social development of the USSR and the Union republics. A forward step was made in re-structuring the planning of scientific research based on the method of targeted programs. By the present time 60 inter-VUZ comprehensive programs have been organized for implementation. Practically all the country's VUZ's, and especially the agricultural ones, are today making their contribution to the carrying out of the USSR's Food Program.

However, the results of the scientific activity by the VUZ's still cannot satisfy us. We must regard as the most important task the expansion of the scope of introducing scientific and technical achievements attained by the VUZ scientists. There are many shortcomings in the organization of research studies. The leading officials of the VUZ's must impose the necessary order in conducting projects by economic contracts, their formulation, keeping track of and paying for the work of persons holding more than one position, financing and estimating the cost of operations, as well as in the expenditure of sums where the incomes exceed the outlays in carrying out these projects.

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A pressing problem which must be solved is the development of an educational-material base for VUZ's. During recent years a complex of measures has been carried out aimed at a broad-based introduction into the educational process of up-to-date computers, motion pictures and television, and the latest types of laboratory equipment. Specific steps have been taken to strengthen inter-VUZ cooperation and utilization of the educational-material base. There has been an expansion of the network and an improvement in the organization of public dining and medical services; the sports-and-hygiene base has also been reinforced.

Nevertheless, likewise in this extremely important sector of the higher school's activities there are still many unsolved problems. Still pressing are the problems of improving the provision of stipends to students, improving their housing and everyday living conditions, carrying out the plans for capital construction and repairs, and further outfitting with equipment. In order to solve these problems, we must mobilize all the potentials of the VUZ's, their test plants, experimental workshops, and other workshops, as well as other auxiliary services.

Successful implementation of the responsible tasks of the higher school in the matter of improving the training of specialists makes it a persistent necessity to constantly increase labor discipline in the educational institutions and to improve monitoring controls.

The lack of check-ups on the execution of the decisions which have been adopted sharply lowers the effectiveness of their action and leads to a worsening of the overall style of work. In solving these and other problems of improving the activity of higher educational institutions, a large role can and should be played by the Councils of VUZ Rectors.

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From the decisions of the 26th Party Congress, as well as the decrees of the CPSU CC and the USSR Council of Ministers, there has flowed an extensive program of further improving higher education. Let us emphasize that in the course of carrying out the party's plan, insofar as the transition of the national economy to the rails of intensive development increases, the role and importance of the higher school, its educational, indoctrinational, and research activities will also be further constantly increased.

Ahead of us during the new academic year is a great deal of work--work which is responsible and complex, noble and necessary to our country and our people. The higher school is carrying out the training and communist indoctrination of the new generation of specialists; they will comprise the backbone of the Soviet intelligentsia at the turn of the Second Millenium, and they will take the baton of shock work at the joint sections of building the new society. The VUZ groups will make a worthy contribution to carrying out the decisions of the 26th CPSU Congress, and they will do everything to successfully implement the decisions of the June (1983) Plenum of the CPSU CC.

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